DOCUMENT RESUME

ED 048 171 SP 007 058

TITLE	Regions of Manufacturing Activity. Resource Unit IV, Grade 4. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	68
NOTE	15p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, *Grade 4, Manufacturing, *Social Studies, *Urban Teaching

ABSTRACT

GRADES OR AGES: Grade 4. SUBJECT MATTER: Social studies; regions of manufacturing activity. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into three subunits, each of which is laid out in three columns, one each for topics, activities, and materials. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives of the unit are listed on the first page. Activities are listed in the second column of each subunit. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities. In addition, an appendix lists relevant articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists five methods, such as having students write essays on manufacturing processes or famous inventors. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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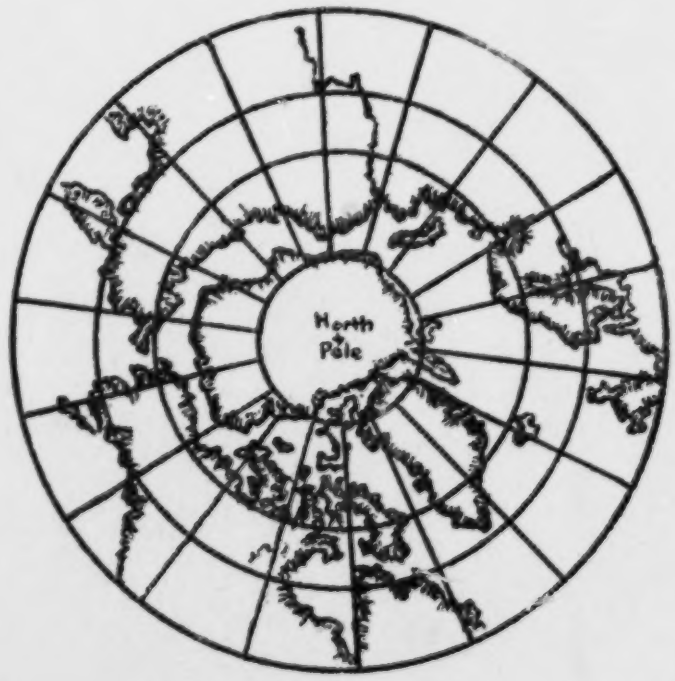
REGIONS OF MANUFACTURING ACTIVITY
RESOURCE UNIT IV
GRADE 4



RHODE ISLAND COLLEGE
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REGIONS OF MANUFACTURING ACTIVITY

SUGGESTED TIME: 10-12 WEEKS

I. AIMS

1. To understand why men engage in manufacturing activities and why regions of manufacturing activity exist.

2. To be aware of similarities and differences of various regions of manufacturing activity and understand why these exist.

3. To understnad the interdependence of manufacturing regions and the interdependence of these regions with regions of extractive activity.

4. To understand the role of the region of manufacturing activity in relation to the metropolitan region and in international situations.

5. To realize the multiplicity of choices created when man is involved in producing useful goods.

6. To gain an understanding of the constant change, adaptability, and accomodation necessary regions of manufacturing activity.

II. GENERALIZATIONS

1. Regions of manufacturing activity exist throughout the world.

2. Man can use few things exactly as they come from nature.

3. A region of manufacturing activity exists because it serves the needs of the people.

4. A region of manufacturing activity is an economic region concerned with production, distribution, and consumption.

5. Regions of manufacturing activity and regions of extractive economic activity are interdependent.

Generalizations (cont'd)

6. A region of manufacturing activity may be a small isolated area of manufacturing developments or may be a group of areas with common manufacturing interests.

7. Workers in regions of manufacturing activity earn a living chiefly from work in manufacturing activities and from activities related to manufacturing.

8. The greater the variety of manufactured goods, the wider the consumer choice.

9. Survival of regions of manufacturing activity depends on a continued supply of raw materials, labor, markets, good transportation and communication, continuing technological advances and efficient government.

10. Metropolitan families provide the markets, consumers and labor force.

11. The loss of the economic base in a metropolitan region results in economic, social, and physical breakdown.

12. There is a connection between success and prosperity of the manufacturing activities and the economic condition of a region.

13. Development and change in a region of manufacturing activity are dependent on geography, technological advances, availability of markets, needs, wants, and preferences, education, and degree of prosperity.

14. International patterns of relationships and trade have evolved because of the development of regions of manufacturing activity.

DEVELOPMENT OF UNIT

A. GENERAL SUGGESTIONS

In order to tie this unit together, to have continuity and unity, each question in the development of the unit should be answered as it develops the idea of manufacturing in the Providence metropolitan region and in various parts of the world. Then specific manufacturing regions should be analyzed through similar question.

In the contemporary world, the most important manufacturing activities center around production that deals with:

food processing
iron and steel products
textiles, synthetic fibers, clothing
building materials
power development
publishing

At present there are several large concentrations of manufacturing centers in the world:

Northeastern United States of America
Western Europe including the United Kingdom
Western part of the Soviet Union
Japan.

For each region of manufacturing activity, the following questions should be asked:

1. What is the main manufacturing activity?
2. Why did this develop as a manufacturing region?
3. What factors influenced the particular type of manufacturing in the region?
4. What are the problems of the region?
5. What are the trade patterns?
6. What is the world significance of particular products.

DEVELOPMENT OF UNIT (cont'd)

B. THE NATURE OF MANUFACTURING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is manufacturing?	Have class examine clothing they are wearing. (sweaters, dresses, trousers, shoes, etc.) What materials? Where did materials come from? Explain term "raw materials". Where made into clothes? What is a factory? Explain term "manufacturing" Origin-Latin-meant made by hand.	Articles of clothes Benefic: You and the Community pp. 71-81 Pictures of factories Film F-220 Factory Filmstrip SS-A-23 America's First Factory
What are some types of manufacturing?	Ask questions such as- Do either your mother or father work in a factory? What do they make in the factory? Where do the raw materials come from? How do the raw materials get to the factory? Perhaps parents could help children find where finished products are sent. A large outline map of Providence could be made. Put on symbols to represent factories where parents work. On a large world map the students could trace routes from Providence to places where products are sent in United States or around the world. Use pictures to show different types of factories. Collect ads of manufacturers in Providence from newspapers and magazines and display them. Try to find pictures that show food-processing, clothing being made, woodworking, printing, silver, etc.	Perhaps children could obtain sample of goods made in factories where parents work. Large cardboard Roving, construction paper scissors paste World Map yarn, markers Picture set Old Newspapers Magazines Picture Set (Manufacturing in Rhode Island) See Business Supplement of Providence Sunday Journal.

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Where can people make things?	A. Homes Elicit idea that some things can be made at home for sale. In some countries many small home industries: Weaving Pottery Making Lace Making Embroidery, etc. Types of assembly B. Workshops Small jobs: Woodworking Printing Banking Metal Working C. Factory Discuss with the class that few things can be used exactly as they come from nature. Collect pictures of things made in factories. Mount the pictures on a bulletin board under the headings: Food Clothing Machinery Tools Household Goods	Laidlaw: Understanding Japan pp. 30-31 Fideler: Northeast pp. 89-93 Ginn: Three Billion Neighobors p. 86 Ginn: Your Towns and Cities p. 204 Collect pictures From magazines and newspapers. Harper & Row: Basic Social Studies -4 pp. 217-218 Filmstrip Japanese Workshop and Factories Fideler: Northeast pp. 143-156
What is meant by a region of manufacturing activity?	On map of United States show class North Central region (Ohio, Illinois, Indiana, Michigan) Tell class center of auto production is located there. Reinforce the idea that a region can go beyond state boundaries. Also, a region of manufacturing activity may vary in size, boundaries, location.	Ginn: World Resources Chapter 6 pp. 87-106 (teacher) Fideler: Northeast p. 103 Fideler: British Isles pp. 71-87 Fideler: Soviet Union pp. 115-125 Laidlaw: Understanding Japan pp. 28-33

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Where are the major manufacturing regions located?	Elicit from the students the idea that a region of manufacturing may be a small isolated region or a group of areas: Discuss major manufacturing regions: Northeastern United States Western Europe Southern Japan Union of Soviet Socialist Republics	Filmstrip SS-39-e "Industries of Sweden"
What are some of the features that are characteristic of regions of manufacturing activity?	Review the generalization: "A region is an area with common characteristics that may be identified for purposes of study." Through direct questioning and discussion on details in the pictures of manufacturing have the children suggest the following characteristics of regions of manufacturing activity: raw materials workers (role of women workers) power markets factory and land space transportation and communication facilities Utilize photographs and pictures to develop the idea of an industrial complex. Through the use of population maps and maps locating regions of manufacturing activity, elicit the idea of a relationship between the location of a region and the population for labor and markets. Have the students discuss the necessity for good transportation and communication facilities in manufacturing regions for the transporting of raw materials into the region and the distribution of manufactured goods.	Fideler: Northeast p. 103-105 Filmstrip SS-N-7-d "New England States Industry" Ginn: In City, Town and Country pp. 28-33 Picture Sets Fideler: Northeast pp. 143-156 Rand McNally: Classroom Atlas Fideler: Transportation p. 90

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Remind the children that although Providence lacks natural resources (raw materials) it is rich in human resources (skilled workers), is well located for reception of raw materials and the distribution of manufactured products which makes it ideally suited to manufacturing industry. It manufactures goods requiring large amounts of labor and machinery (capital) and relatively small amounts (by value) of raw materials.	
What are sources of power to manufacturing region?	Have the students take one simple product and examine the steps from raw material to the home. The steps could be illustrated on a bulletin board. Develop concept that regions of manufacturing activity originally were dependent on water power and human power. Develop expanding sources of power. Including the following: wind electrical steam water gas diesel animal oil human coal atomic Discuss what happens to a metropolitan region when a manufacturing industry leaves. 1. Loss of jobs. 2. Physical decay of property. 3. Loss of income to the community 4. Depopulation 5. Expansion of social services.	Ginn: In City, Town and Country pp. 156-159 Ginn: The Big City (paperback) Chapter VI pp. 84 Ginn: The Changing City (paperback) Chapter IV pp. 90 Filmstrip SS-F-1 "Fabulous Fields" Harper & Row Basic Social Studies -4 pp. 217 Ginn: Three Billion Neighbors pp. 86-97 Silver Burdett: People Use the Earth pp. 53-68 Ginn: Your Towns and Cities pp. 32-36; 43 Benefic: You and the Community pp. 44-51 Laidlaw: Understanding Japan p. 32
Why do men engage in manufacturing activity?	Have the students make a list of all the manufactured goods they come in contact with in one day. List such things as clothing, furniture, books, jewelry, eye glasses, food.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Elicit the idea that these goods all come from raw materials. Man must do something to the raw materials before they use them. Develop the idea that all men must eat, clothe themselves, and shelter themselves. They must earn a living to pay for these. Consider how manufacturing activities can accommodate man's needs and wants. Elicit the idea that a region of manufacturing activity exists because it serves the needs of the people.	
What inter-relationship exists among workers in a manufacturing region?	Discuss the possibility of several stages of manufacturing or processing being necessary for a final product. For example the auto industry: Separate factories for various parts; then all brought together in one car. Discuss assembly line technique, where each worker works on only one part of the finished product. In all the activities and discussion be sure to emphasize the manufacturing region interacting with metropolitan region.	Ginn: In City, Town and Country pp. 154-159 Fideler: Northeast pp. 143-146 Benefic: You and the Community pp. 71-81 Ginn: Your Towns and Cities pp. 94-95; 100-105 Fideler: The British Isles pp. 81-82

C. RELATIONS OF MANUFACTURING REGIONS TO OTHER REGIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the relation between regions of manufacturing activity and regions of extractive activity?	Discuss the need of the manufacturing region for food, etc. and how raw materials provide employment. Through use of maps of resource regions and maps showing the location of manufacturing regions reillustrate the necessity for good transportation and communication facilities to get the raw materials to market	Fideler: Northeast (maps of resources) Ginn: World Resources (teacher) pp. 87-106 Harper & Row: Basic Social Studies -4 pp. 51; 217-219 Silver Burdett: People Use the Earth pp. 53-86; 89

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Speculate on the effects of adverse conditions such as drought in an extractive region on the manufacturing regions. Develop the idea that all the production from a farm in a region might not keep a large factory busy. The factory must buy raw materials from other regions and countries.	Ginn: Your Towns and Cities pp. 50-69 Benefic: You and the Community pp. 57-88
What determines the particular manufacturing activity in any one region?	Discuss early manufacturing beginning where raw materials were. There would then be many small independent manufacturers. Through discussion elicit idea that even if a location has lost special advantages the industry may remain at the same location if there is inexpensive transportation to market.	Fideler: Northeast pp. 88-93; 112-115; 133; 138; 143-156
What are the relations between regions of varied manufacturing activity?	From the preceding discussion, elicit the idea of trade routes to accommodate needs and wants. Emphasize interdependence.	
What are some problems of regions of manufacturing activity?	Develop a list with the students of possible problems in manufacturing regions: 1. Lack of raw materials. 2. Shortage of workers. 3. Manufacturing cities-dirty crowded. 4. Unemployment 5. Strikes. 6. Outdated equipment 7. Closing of factories.	Ginn: The Big City (paperback) pp. 84-115 Ginn: The Changing City (paperback) pp. 90-140
How are advertising competition, and the use of trade marks factors in manufacturing?	Collect pictures from newspapers, magazines, etc. to discuss how manufacturers rely on advertising. Discuss trade marks and why people buy well-known products.	Old magazines Newspapers

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the role of government in regions of manufacturing activity?	Discuss: law enforcement and police protection. (Look for police patrols of stores and factories in the evening) utilities health-sanitation (could discuss pollution of water and air by factories) wages and hours (could discuss minimum wage laws) collective bargaining child labor laws	Fideler: Soviet Union pp. 115-125 Benefic: You and the Community pp. 148-151 Ginn: Your Towns and Cities p. 42 Benefic: You and Chicago p. 75
What is the connection between good international relations and the success of manufacturing regions?	Develop the idea that when a manufacturing region receives its raw materials from another region, it is then dependent on that other region for its survival. Discuss the interdependence of countries because of the above. Discuss disruptions caused by war. Discuss rationing of materials in time of war.	

EVALUATION

1. Have groups of children imagine that they are giving guided tours of a factory. (example-steel plant near Pittsburgh). On their tour each group should try to tell the class something about each of the following.

    a. the product, or products, made there
    b. the main raw material
    c. the main steps in manufacturing
    d. some of the special skills needed by workers

    Perhaps information about who buys the products and how shipment is made could be included.

2. Perhaps the students could hold a trade fair. The students could bring in products from home which are manufactured in other parts of the United States and the world. The products could be labeled and displayed.

    A separate display could be made of products made locally which we trade with other sections of the country and world.

3. Students could write brief biographies of famous inventors, for example, Eli Whitney, Thomas Edison, James Watt.

4. Through discussion review the main concepts learned.

5. Review the vocabulary for the unit.

VOCABULARY

advertising
competition
consumer
consumption
division of labor
employment
exports
finished goods
goods
heavy manufacturing
imports
labor
laborer
manufacturing
market
mass production
monopolies
power
price
processed goods
production
products
profit
prosperity
raw materials
research
retail
specialization
technology
trademarks
utilities
wages
wholesale trade
workshop

APPENDIX A

NATIONAL GEOGRAPHIC MAGAZINES

Manufacturing and Industries

Title	Issues
Dixie Spins the Wheels of Industry (cotton)	March, 1949